

Keys To Unlock Your Successful Future

Name _____



Northern Cass Public School

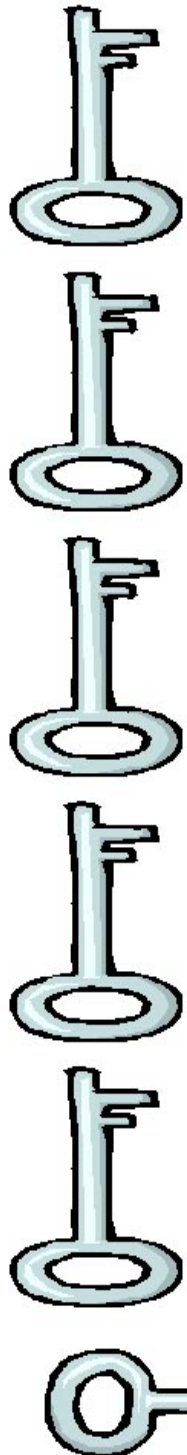
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The Keys to Unlock Your Successful Future

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10th Grade Checklist

Activity	SCAN Skills	Skills I have	Skills I need	Date
Career Development GPA Worksheet	Mathematics, Self-management			
Attendance/tardiness	Responsibility, Self-management			
Responsible/respectful behavior	Responsibility			
Team project	Teamwork			
Keys to Employability	Decision Making			
Team Project	Teamwork			
PLAN test and review results	Self-management, Problem Solving			
Career Day (Mayville State University)	Decision Making			
Career Research Project (English 10) (speech, paper, and visual presentation)	Creative Thinking, Writing, Self Esteem, Listening			
Visual Resume/Reflective Essay (English 10)	Creative Thinking, Self Esteem			
Art Project	Creative Thinking Problem Solving			
Review of 4 year course selection (counselor)	Decision Making Problem Solving			
Community Service (optional)	Serves, Diversity			



A black stick figure is shown from the side, holding a large yellow key in its right hand. The key is oriented vertically, with the head at the top and the bit at the bottom. The figure has a simple, stylized appearance with a single line for the body and limbs, and a small circle for the head. The background is white.

A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

EXAMPLE:

English 9	C = 2	
Math	A = 4	
P Science	B = 3	
Geography	B = 3	
FACS	A = 4	
Desktop	B = 3	
Band	A = 2	(band meets 3 times a week, so the credit is worth ½ of the points)

3



10th Grade CAREER DEVELOPMENT GPA WORKSHEET

10th Grade GPA _____

CLASS	CREDIT	GRADE	GPA Points
English 10	1.0		
Math ()	1.0		
Biology	1.0		
World History	1.0		
Phy Ed	0.5		
Art	0.5		
Health	0.5		

9th Grade GPA _____

(Note: you cannot average 9th and 10th grade GPAs to get your cumulative GPA)

Attendance

9th Grade
Tardies ____ % of time on time ____
Absences: % of time present ____
Excused ____ (based on 180 days)
Unexcused ____

10th Grade
Tardies ____ % of time on time ____
Absences: % of time present ____
Excused ____ (based on 180 days)
Unexcused ____

Responsible/Respectful Behavior

Number of referrals: ____

Examples of responsible/respectful behavior:
Include approximate dates and a verification of a
Northern Cass staff member:

date

signature

date

signature

date

signature





Seven Keys to Employability

Check the skills you feel are your strengths. Circle the skills you feel need improvement.

Task Related Skills		Personal Qualities		Basic Skills	
Care for tools and materials		Honest and motivated		Ask questions and listens well	
Complete work on time		Exhibit a good attitude		Express themselves clearly	
Follow directions		Have personal and career goals		Read and understand written info	
Stick with a task		Have a positive self-image		Writes well to communicate ideas/info	
Work neatly and accurately		Adapt to change		Can do math and problem solving	
Work to improve their performance		Are flexible			
Give best effort to the job				Health and Safety Habits	
		Maturity		Dress appropriately	
Working with Others		Assertive when necessary		Practice good personal hygiene	
Accepting authority and supervision		Reliable and dependable		Follow safety rules	
Team player		Accept responsibility		Have good health habits	
Friendly, cooperative, and tactful		Confidence in themselves			
Be a leader		Show initiative		Thinking Skills	
Can teach others		Show pride in work		Creative and motivated	
Respect the rights and property of others		Work well without supervision		Can reason and make objective judgments	
Accept constructive criticism		Seek help when needed		Plan and organize work	
Respect diversity		Notify supervisors of absences		Make informed decisions	
		Are punctual		Can solve problems	
		Good attendance			

Which keys have you used to unlock your career plan?



I know which career I will be pursuing, it is:				
I know which classes I enjoy most, they are:				
I know my interest area , it is:				
I know which Career Cluster interests me the most, it is:				
The education I will need beyond high school is:				
I am unsure about my career plan, my interests, or how much education I plan on pursuing, so I will do the following:				



ACTION PLAN TO IMPROVE SELECTED EMPLOYABILITY SKILLS

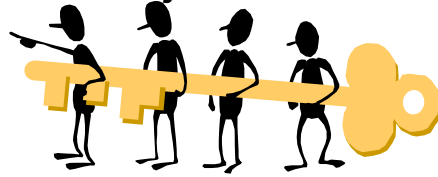
Select 3-4 Goals:

Skill	Specific steps to accomplish this	How will you evaluate your progress?	Resources	Date to Reassess

Collaborative Work Skills: Team Project

Teacher Name: **Classroom Teacher**

Student Name: _____



CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Career Day

Questions	Career 1:	Career 2:	Career 3:	Career 4:
Brief description of career				
Education/training required				
Skills needed for this occupation				
Salary range				
Job outlook				
Advantages of the career				
Disadvantages of the career				
High school classes, clubs, sports, etc. would prepare you				
Questions I still have about this occupation				
Comments				



MLA Research Paper: Careers

Activity:

- ❑ Creating and writing a research paper on a career choice using MLA style.
- ❑ Creating visual collage of a career.
- ❑ Speaking on career choice.

Narrative:

- ❑ Look at the format for doing MLA paper.
- ❑ Present planning and researching timeline.
- ❑ Research sources for career information.
- ❑ Choose career and narrow topic.
- ❑ Explain how to create bibliography cards and note cards.
- ❑ Show how to evaluate sources.
- ❑ Explain the creation of a thesis statement.
- ❑ Explain the necessity of writing and evaluating drafts for revisions.
- ❑ Show steps in putting together final copy.
- ❑ Explain importance of work-cited page.
- ❑ Present format for speech to inform.
- ❑ Provide and explain materials for creating a career visual-poster or power point.
- ❑ Assessment: peer-student-teacher evaluations using the rubric.
- ❑ Teacher evaluation of speech to inform.

Due Dates for Your Research Paper, Visual Presentation, and Speech

Activity	Due date	Date done	Teacher's Comments:
Prewriting			
Select a career			
Surveying all resources			
Writing a thesis statement			
Making bibliography and note cards			
Evaluating sources for approp. materials			
Creating an outline			
Write the first draft			
Drafting			
Revising draft			
Rewriting draft			
Citing Sources			
Putting documentation into draft			
Organizing a list of work cited			
Revision			
Make final revision			
Editing and Presenting			
Editing and proofreading the final draft			
Preparing the final copy			
Visual presentation			
Speech			

Research Report : Career Research Paper

Teacher Name: **Mrs. Meyer**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
First Draft	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Speech to Inform Outline

What is your thesis?

Introduction:

1. Get the audiences' attention
2. Let the audience know what he/she will be speaking about
3. Preview

Transition:

Body of Speech:

I. First Main Point:

A. Supporting Point

1. Data

2. Data

B. Supporting Point

1. Data

2. Data

Transition:

II. Second Main Point:

A. Supporting Point

1. Data

2. Data

B. Supporting Point

1. Data

2. Data

Transition:

III. Third Main Point:

A. Supporting Point

1. Data

2. Data

B. Supporting Point

1. Data

2. Data

Conclusion:

I. Restatement of Thesis

II. Summary of Main Points:

III. Clincher

Works Cited:

List the information you will need to do a works cited for your speech.

1.

2.

3.

4.

5.

Principles	Comments	Possible Points	Points Earned
Thesis and main points follow outline		20	
Specific support for the thesis and main points		20	
Use of transition words- Introduction and Conclusion		15	
Grammar & Punctuation		15	
Content- Choice of topic appropriate		10	
Title Page		5	
Works Cited		5	
Outline		10	
Total		100	

VISUAL RESUME AND REFLECTIVE ESSAY

Activity:

- ❑ Creating a visual resume using a coat of arms.
- ❑ Creating and keeping a personal journal of interests and qualities that would make someone employable.
- ❑ Writing a reflective essay.

Narrative:

- ❑ Look at “Skills for a Lifetime” handout.
- ❑ Explain the importance of a coat of arms in relationship to family and personal histories.
- ❑ Explain that a resume is a representation of a person and his/her history of work and skills.
- ❑ Handout copies of coats of arms templates or student may create their own.
- ❑ Explain to students that each coat of arms should have four quadrants:
 - Quadrant 1: Draw your greatest personal achievement.
 - Quadrant 2: Draw an occupation you like and three things you are good at.
 - Quadrant 3: List three employability skills you possess.
 - Quadrant 4: Write three things you would want people to say about you.
- ❑ Explain to students the steps in essay writing and the grading rubrics.
- ❑ Self-peer-teacher evaluation.

Teacher Name: **Mrs. Meyer**

Student Name: _____

CATEGORY	4	3	2	1
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

Activity: Constructing Your Career Cluster

Introduction: The purpose of this activity is to expand students' awareness of skills, job outlooks and salaries for various career clusters through the creation of a three-dimensional block highlighting this career information.

Narrative:

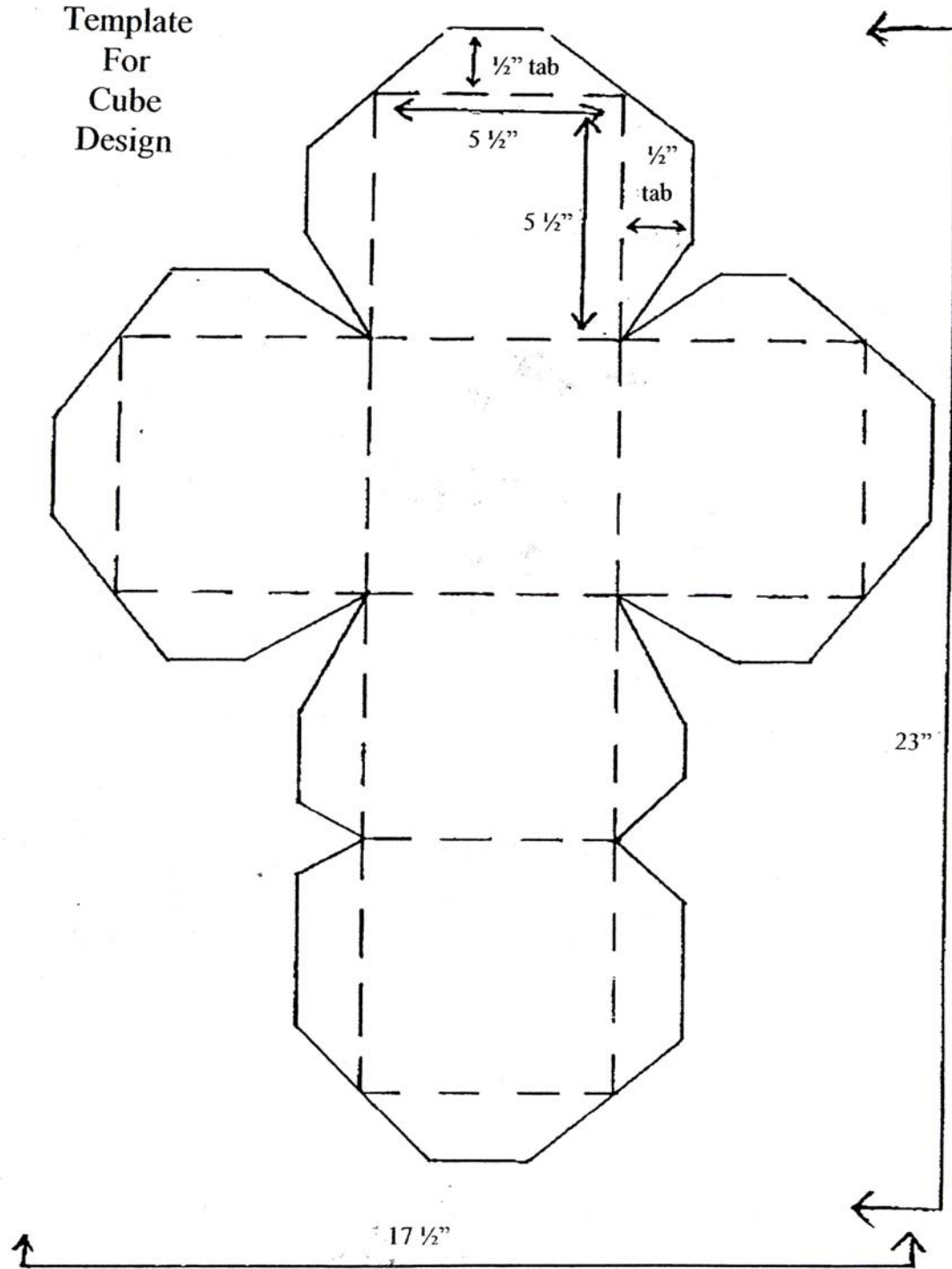
- ❑ Students create a list of careers focusing on a specific career cluster.
- ❑ For each of these careers the students will research the skills, job outlook and salary possibilities making a list of this information.
- ❑ Using the cube template as reference, each student will measure out the correct dimensions of a piece of tag board and cut out their cube design. The cube will then be scored and folded along the dotted lines where indicated on the reference template. The straighter the fold, the straighter the edges of the cube will be.
- ❑ Glue is applied to the tabs and the tabs are pressed together on the inside of the cube.
- ❑ Color can be applied to the entire cube using point, permanent markers or colored pencils.
- ❑ Students search magazines to find words and images from their skills and outlook list to use as collage items for the cube.
- ❑ Collage items are applied to the cube with glue.
- ❑ Additional words and images can be added with colored pencils, permanent markers or paint.
- ❑ Apply a sealer (e.g., acrylic gel medium or watered-down glue) to the finished cube.
- ❑ Each student should share their cube with the class describing the career cluster illustrated, and explain the skills, job outlook and salaries for the careers in their cluster.
- ❑ The completed cubes can be displayed together to visually illustrate building of the career clusters.
- ❑ The attached rubric can be used to grade the blocks.

Constructing Your Career Cluster

Student Name: _____

CATEGORY	4	3	2	1
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (.e.g, apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the collage.
Quality of Construction	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.

Template
For
Cube
Design



Community Service

Date	Location	Description (what, how, who, etc.)	Signature

A decorative border of keys surrounds the central text. The border consists of 15 keys: three horizontal keys at the top, three horizontal keys at the bottom, five vertical keys on the left, and five vertical keys on the right. In the bottom right corner, there is a large, detailed illustration of a blue padlock with a keyhole, which is part of the decorative theme.

Resources

- ❑ North Dakota Career Resource Network
- ❑ North Dakota Career Development Implementation Toolkit Grade 10
- ❑ Rubistar 4 Teachers (<http://rubistar.4teachers.org/index.php>)
- ❑ Choices computer software (www.bridges.com)
- ❑ Harrington-O'Shea CDM System (www.agsnet.com)
- ❑ Northern Cass Staff: Anne Nyberg, Jeanne Meyers, Miriam Tobola